DOCUMENT RESUME

ED 051 540 CG 400 030

TITLE	Proceedings ERIC/CAPS at KPGA. Focus on Youth: Implications for Guidance and Counseling.
INSTITUTION	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-6-2487
PUB DATE	May 71
CONTRACT	OEC-3-6-002487-1579-(010)
NOTE	33p.; Paper presented at the Kentucky Personnel and Guidance Association Convention in Lexington, Kentucky, October 28-30, 1970
AVAILABLE FROM	ERIC/CAPS, 611 Church Street, Ann Arbor, Michigan 48104. ($1.00 per copy)
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Change Agents, *Counseling, *Counselor Role, Guidance, Information Systems, *Role Perception, Sexuality, *Youth

ABSTRACT

The ERIC system is described and emphasis is placed on how school and college counselors can use the system to help them counsel more effectively. ERIC resources are used to develop several views of the youth culture and the implications for counselors from each view are discussed. Counselors working with the young must develop a new style that involves a change in cultural awareness and a redefining of the counselor's tasks. Counselors must selectively support some of the new norms and help youth interpret these to their elders. (MP)

ED051540

ERIC/CAPS
COUNSELING & PERSONNEL SERVICES INFORMATION CENTER

PROCEEDINGS
ERIC/CAPS at KPGA

Focus on Youth

Implications for Guidance and Counseling

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CG 400 030

ED051540

PROCEEDINGS
ERIC/CAPS at KPGA

Focus on Youth

Implications for Guidance and Counseling

A Presentation at the
Thirteenth Annual Fall Conference of the
Kentucky Personnel and Guidance Association
October 28-30, 1970
Lexington, Kentucky

May 1971
CG 400 030

ERIC
Counseling and Personnel Services Information Center
The University of Michigan
611 Church Street
Ann Arbor, Michigan 48104

Price - $1.00

ED027203

This publication was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

CONTENTS

Foreword v

Part I

Keynote Address: Focus on Youth — Implications for Guidance and Counseling 1
Garry R. Walz

- A Change in Youth 3
- The Counselor in Youth-Oriented Society 5
- The Counselor as an Advocate 7
- A New Style for Counselors 9
- A Change in Cultural Awareness 10
- Redefining the Counselor's Task 11

Part II

ERIC/CAPS Presentation:

- What Is ERIC and How Did It Happen? 13
  Garry R. Walz
- A Description of ERIC and CAPS 14
  Ralph W. Banfield
- Selection of Documents 16
  Marlene B. Pringle
- Information Analysis 17
  Marlene B. Pringle
- On Student Government 20
  Ralph W. Banfield
- Sex Roles in the Youth Culture 21
  Marlene B. Pringle
- How Can the Counselor Use ERIC/CAPS? 26

FOREWORD

Frequently, members of the staff of the ERIC Counseling and Personnel Services Information Center are called upon to speak and make presentations of our materials at various professional meetings and conferences. The Fall Conference of the Kentucky Personnel and Guidance Association was one such occasion. It was held in Lexington, Kentucky, from October 28 to 30, 1970.

We have included in this publication the Keynote Address, which was given by Dr. Garry R. Walz, Director of ERIC/CAPS and President of the American Personnel and Guidance Association, and a presentation of ERIC/CAPS materials and information conducted by Dr. Walz, Ralph W. Banfield, Associate Director of ERIC/CAPS, and Marlene B. Pringle, Assistant Director for Information Analysis.

It is our hope that, through publication of the proceedings of conferences and workshops in which we participate, we may further the widespread additional use and reference of specially developed CAPS resources.

PART I

Focus on Youth
Implications for Guidance and Counseling

by Garry R. Walz

Probably the most salient fact about youth today is that the present generation of students is the first generation in the history of the world that is unsure that it has a future. They are the first generation that is facing the reality – the distinct possibility – of either atomic annihilation or some kind of ecological extinction. We clearly, in the time of today, in the world that we face, are facing a crisis of crises in which, for a variety of reasons, the future is indeed clouded and there very well might not be a future at all for many of the young people that are now growing up. And so I think this is a very appropriate topic for counselors to be concerned with. It's also very threatening for someone who is approaching his 43rd birthday and who finds himself, by any of the commonly communicated criteria, no longer young and probably no longer relevant by their criteria.

I should confess I did a little homework in preparing for my talk. In our neighborhood many groups of boys and girls get together and discuss things. One day they were caucusing in my backyard so I thought I would go out and talk with them. They really were very responsive and asked me many questions about Vietnam, technology and important life values. I thought that, in a very objective and impartial way, I gave very lucid, cogent, and articulate answers. Having decided that I had answered all they wanted to know, I started to turn around and walk away; I felt a little tap on my back. I turned around and this little tot looked at me and said, "Class isn't dismissed, Mister. We don't understand a single thing you said." So, however well your topic may have been chosen, I must express some reservations about the relevancy of this speaker to deal with them. I come to you not as some sort of a seer in residence, somebody who is prepared because of his expertise to speak about the weighty issues of concern, but rather to share some of my observations, generalizations, and interpretations on what I see as the direction of the youth culture and its impact on counseling.

You know, youth really is an appropriate topic because half of our population now is under 25 years of age. It's possible that by the year 1972 when we have our next large national election, a slight majority of the individuals will be under 21 and the mean age of the voters is likely to be about 26. I think this communicates some of the "youthness" of our culture in this country. I think it is very apparent that youth are increasingly the powerful force in American life. In fact, Europeans who visit this country are quick to point out that they see the Americans as cherishing and valuing the concepts of youth more than in any other country in the world. In addition, I think youth as we know it today is increasingly being

seen as very potent and powerful force in our area of professional concern. A recent issue of the *Saturday Review* examined the last decade of education in terms of what were the forces that really brought change in education in the Sixties. After an extensive and involved analysis of the impact that occurred during that time, they concluded that there were only two factors that they could point to that had significant impact on education in this country. Those two were, first, the Civil Rights movement (which, after all, is strongly linked to youth activity and youth involvement) and second, student activism. They saw these two forces as those which brought significant change in education in the decade of the Sixties. Certainly by any projection, generalization, or consideration, youth are going to play a significant role in change for all of our society, and education in particular during the decade of the seventies.

In reflecting on the values of youth, I remember a story told about W. Somerset Maughm – that great man of letters – who on his seventieth birthday was honored by a dinner in the United States at which distinguished people from all over the world came to honor this elder statesman. This man had reached a pinnacle of prominence and great acclaim for his ability to communicate with people. After a very appropriate introduction, he got up on the rostrum and just stood there. A minute went by and nothing happened; another minute went by; five minutes went by, and he didn't say a word. Many people got concerned; they wondered if something had happened because he was motionless and speechless. Then, finally, he spoke into the microphone. What he said was, "In the past minutes I have been trying to think of the advantages of growing old. An I haven't been able to think on a single one." It really brought the audience down. Here was a man who they thought was going to speak to the advantages of age, yet he chose to express simply the respect he had for youth.

If we were conscientious and rightfully concerned about youth and where they are today, we could devote a considerable amount of time going through the extensive literature, reviewing the research, or sharing personal experiences about where we think the present youth culture is. What I would like to do tonight, first of all, is share with you some of my generalizations about youth. Where are they today? What are their characteristics? How might we synthesize our knowledge about youth? Secondly, I'd like to look at the implications of these characteristics for our behavior as counselors as expressed by the services and programs we develop for youth. I want to end on a third note in which I'd like to discuss what this all means, here and now. Where do we go? What does this say to you and I in terms of youth and the response that we make to them?

* * *

Let me begin with some generalizations about youth. When I talk about youth here, I'm really talking about a very broad range from elementary school through higher education. Any generalizations about youth are highly suspect, including the generalization I'm

making right now. The ingroup variance may frequently be as great or greater than the variance between groups. So while we may wish to describe a characteristic of youth, we may find that it is characteristic of other subgroups within our population as well, and there is a high degree of variance and overlap between characteristics that may apply to different groups. So it is important to be very careful in talking about the intergroup differences between, let's say, the young and the old, since there are also significant differences within both those groups.

A Change in Youth

One thing appears to be a clear generalization; incoming university freshmen seem on the average to be three years further ahead in terms of their biological development than their counterpart in the year 1900. In this period of 70 years, there has been an increase in their maturation of about three years. Today's student (and this of course extends down throughout the school scale) is more mature and more advanced physiologically than the student of only a few generations ago.

Secondly we know (through achievement tests in the same school or system where we can compare the achievement results of the parents with the achievement results of their youngsters) that there has been a considerable and significant increase in knowledge – general information possessed by today's youth as compared with those of only 20 years ago. This runs about one standard deviation in terms of the grasp of a body of knowledge regarding the understanding of the world and the important aspects of the environment about us.

I'd also like to suggest that contrary to some of the impressions given by the mass media we have information that suggests that a large majority – perhaps as high as 80 percent of today's youth and especially the younger ones – tend to be quite traditional in values. Youth's politics and passions still widely reflect those of their parents. To a large extent, one sees them really as a reflection of family interaction. This also applies to the most radical of students. Radical students, in general, tend to have very liberal parents who provide a great deal of freedom and autonomy for them in decision making. So even in the case of radical students there is a linkage with parents that is important.

There is, however, a growing (though still small) number of students who are radical and anarchistic in viewpoint and behavior. It's clear that radicalism is a distinct behavior form in all educational environments and, though small in number, anarchism is also present especially among the older young adults on some of our campuses. What is particularly significant about this aspect of radical behavior (which some people have estimated to be perhaps five percent of the college student population) is not the number of radicals, but their capacity to communicate with and influence other students. Frequently, there is a high degree of solidarity, a high

degree of support for the radical students when an oppressive or controlling behavior is exhibited by the Establishment. What I'm speaking of is an arousing of student support – not always for the behavior of the radicals – but for the issue involved and for the treatment of these students.

Next I'd like to suggest that by any fair criteria militancy and activism are growing aspects of student behavior today. In many cases, it is commonplace. Sixty percent of the high school principals in this country reported in 1969 that they had one or more major protests in their school. I know from television news reports that we have elementary schools where students are staging sit-ins when they are denied their recess. Those of you who have any contact or involvement in higher education know that the whole notion of protest and activism is really part of the scene, and one would not really need to do a survey to document the frequency of it.

A significant number of our youth are battling much of what we would call modern life – that is, some of the basic tenets or characteristics of the adult society. Frequently this is expressed in terms of decrying their "irrelevant education," an education they see as relatively meaningless for their goals and their future. They frequently see traditional occupations and life goals as meaningless – especially those associated with typical middle class life (the suburban house, the two cars, upward mobility, etc.). There is great concern on the part of youth, as you know, with regard to the abuse of the environment. Sit-ins and teach-ins in the ecology movement are predominantly run and developed by youth. Youth is the really strong force behind this movement. Competition, aggression, and the whole idea of being involved in conflict situations have received a great deal of concern and expression on the part of adolescents. Needless to say, the Vietnam war has been the cause of activism in the youth culture – so much so, that many university presidents around the country say that it is the single event that has most contributed to the divisive aspect of our culture today.

Let me go on to suggest then, that adolescents are increasingly becoming adult in physiology and information, but (and here's where the problem comes) they can locate few opportunities that challenge their capabilities, that meet their need for responsibility, or that enable them to participate as respected and contributing members of the whole society. It's as if we had people who have become quite different than what they were in the past in terms of their maturity, as seen in their capacity to act and in their behavior. The opportunity to express that maturity or to act upon it, or to live their new adulthood has not been provided for them.

It is appropriate to note here that the generation gap is a function of both age differences and differences in the values and life styles between generations. My judgment, however, would be that the *primary* source of the schism is the one associated with age, rather than values or ideas. I think the *New Yorker* magazine sums it up beautifully with a little cartoon they had recently. A little boy

was leaning over his dad's chair and looking down at him. His dad was looking very concerned and the boy (who has long hair and the hippie attire) is saying, "Gee, Dad, just because I have contempt for your power fix, your social standards, your religious belief, and moral code doesn't mean I don't like you." I think this is an example of the frequent expression of the generation gap; the feeling is that there is no real agreement on basic values, and there is no acceptance or understanding of where each stands with regard to certain very important aspects of life.

For many of the activist oriented students, there is really very little relationship between what they are required to study and the lives they envision themselves leading – in school or out of school. Some of the more recent criticisms of education which question its relevancy or mention schools without failure or compulsory miseducation,. are also communicating a message about youth. The message is: What is the relevancy of today's education given to those who are very much concerned with going out and making a difference in the world, who have a high sense of values for change, and who have a great commitment to here-and-now improvement and change in our society?

In summary, I think the present generation of students is better informed, more physiologically mature, less accepting of adult values and goals, more activist in orientation, and less able to find outlets for their self expression and means to attain full adulthood than our previous generation of youth have been.

The present "youth craze" should not be thought of as a blown-up panty raid, or as a period that is going to pass; rather, it is more likely that there will be an accentuation of and greater increase in their development than a minimization of it. Some predictors are suggesting that our social change is so rapid today that we might very well expect a new psychological generation every five years in the future.

The Counselor in Youth-Oriented Society

Earlier I said that I wanted to share with you some of my feelings on the implications of these characteristics for our work as counselors. First, as counselors, we may need to undertake an effort to create communities of learning in which the young can teach and the old can learn. These would not be communities of "scholars", but communities of learning; these have to be situations where the older generation teaches not *what* to learn but *how* to learn. We should not teach values, but commitment to values. It should be a situation in which it is possible for the young to lead us to the unknown, and to introduce us to experiential learning, and to help us (as Margaret Mead says) to learn the future of which no man who is born prior to this present generation is in a position to understand. We are natives in a world which we control, but we are natives who are unconcerned and very unable to appreciate viscerally and intellectually what the world is like and what it will be in the future. If we are

going to be successful in developing an adaptive culture, we must be responsive to and involved with youth. Margaret Mead has called this a pre-figurative society – a society in which there is a shared learning experience, in which the young are teaching the old as much as they are learning from the old.

This has some great implications for our work as counselors. It suggests that our involvement in areas such as curriculum, our involvement in planning programs, and the structure of our counseling should be significantly changed. It also suggests a change in the approach to counseling. Youth will no longer see the counselor as an individual who has the past experience to share with them so they might use it in making decisions regarding the future; the young feel that any individual who is this old is not really in a position to know or to experience or understand what the future is. Counselors should offer the kind of assistance which leads the young person to be successful in grappling with problems and in developing the tools that he needs to prepare himself to deal with the future.

Secondly, I would like to suggest that counselors must increasingly emphasize goals rather than means. You know, for a long time we had counselor role statements which said that all counselors should be involved in individual counseling for around 50 percent of their time. We thought that we could legislate competency and impact by setting a standard for a competent counselor. Instead, as we move into this pre-figurative society, we've got to say, "These are the kinds of goals we hold." Then we have to ask, "What are the means by which we can reach them?" There are many ways we can reach our goals and many ways to be involved – ways which are not traditional and which have not been used in the past. We should not feel that impact and effectiveness in counseling is characterized by the extent to which we operate through certain traditional forms of assistance or performance. It's the goal that's important. The challenge is to use our imagination and our creativity to develop new ways to respond to the goals that exist in the student's world.

In this pre-figurative society youth are increasingly going to be in positions of responsibility. They will be making the decision, not when to go to see an adult, but whether to see an adult at all. Youth in organized activities around the country are raising the questions: How will we use adults? What do they have to contribute? Our challenge will be to develop our consultative and cooperative skills so we can be helpful to students in positions of responsibility and power. To vital life decisions students will bring a greater knowledge and improved decision making skills developed through their consultation and interaction with collaborative adults. With an increased knowledge, however, they will not necessarily have the wisdom or skill necessary for the execution of their ideas. What they will be looking for, and what we already see in a variety of youth groups around the country, is the desire to interlink and work with adults who can help them with group decision methods, means of communication, means of interacting and discussing and resolving certain kinds of problems with which they need to deal. So, to a large extent, ours

will be a consultative role as we deal with increasingly large numbers of student groups who are prepared to use our expertise and experience on their terms rather than on our terms.

The Counselor as an Advocate

I also see counselors in the position of undertaking the advocacy of student participation in governance and in educational decision making. Increasingly we are going to see students in important decision making positions such as the boards of regents. In our counselor education program at Michigan, we have three students who are full participating members and who vote on all matters with regard to our department. The dean in our School of Education was selected by a committee which was composed of half faculty and half students. The new assembly of the School of Education will be equally weighted between voting students and voting faculty. This is a very appropriate trend. I see counselors involved in speaking to the desirability of providing for the involvement of students in their government and taking increasing responsibility in the development of programs and regulations regarding their behavior, as well as the broader questions regarding how educational institutions are going to be run. Perhaps you remember Mark Twain's famous comment about education when he said, "I try to keep my schooling from interfering with my learning." We can deal with this through greater involvement of students in their learning and other activities within the school situation.

Another interesting trend is developing around this country which goes something like this: what we need in our public schools and our universities is a person (an adult) who stands for the students and is really concerned about their welfare and their development. We need to add this position to our schools because there is no one today who occupies this position. This position frequently is called "ombudsman" (from the Swedish word for "defender" or "protector"). Present educational proponents speak for the defense and support of parents on the basis of the Establishment, but who is the students' advocate? Who is prepared to communicate and to assist them in terms of their own development? I could name a number of school boards around the country which, because of parental concern about the role and status of counselors, have actively worked for the introduction of an ombudsman in the high schools. That's a discouraging trend for me, because it implies an image we may have with students. Do they really see us as individuals who act in their interest? Or do they see us as acting in someone else's interest? I would like to pose this question to you: Can we be loyal to our schools and disloyal to students who we represent? Or, for that matter, can we be disloyal to ourselves?

As we talk about the development of student protest and national interest is focused on it, we also need to ask the question: who is to speak for the grievance? If our concern as counselors is for student development, then this is a role that we need to consider.

Professionalism is another question which we need to consider carefully. I suspect there are many people in this room who have debated the issue of the future of APGA. Does it serve your interests? Is this the kind of organization that you want to represent you nationally? Is it an organization which provides sustenance and which contributes to your professional development? I think that is a very relevant question and I welcome the discussion and interaction which has been brought to us from different groups within APGA. We should not be a bland organization! That would create as much dissent and concern and examination and challenge and confrontation within our association as is exhibited within our larger society. We should be a dynamic organization. And we should be developing an organization that is responsive to the vital social needs and issues of our time.

When we move in that direction, we are going to see that any meaningful professional association today has to be more concerned about performance than it does about credentials. In an age of accountability, we need to be very concerned about what we can deliver and how we can deliver it and what impact it will make on students. Clearly, the national assessment era is on us. Concerned people want to know the benefits and the results of given school programs. Those school programs which cannot document and clearly communicate their contributions and effects will experience great difficulty in terms of student support.

I'd also like to suggest that any major professional association which is going to be viable today has to be concerned with conflict. Conflict is part of our way of life, and conflict is part of our schools. What role are we going to play in helping to manage and deal with the conflict which is increasing in our schools. Is there a role that we can play? I'd like to suggest that there is. There was a situation recently in a Michigan high school – a major confrontation between students and the administration in which four students were shot and the entire school was suspended for a number of days. As a result of that situation, the school board asked the counselors to devote a week of their time to working with all students in the school in groups of 10. The counselors were asked to rap and discourse with them regarding the problems and concerns of that school. The question was asked by those counselors and the parents in the community, "Why weren't we doing this before? Why weren't we concerned about this kettle of frustration that was boiling in our school?"

Why shouldn't we have our counselors involved in dealing with those issues which were crucial to the behavior of students in those schools and which the students wanted to discuss? I'd like to suggest that APGA is very concerned about this. They are presently reviewing three models of organization, one as a result of the Commission on Purposes, Functions, and Operations, which is the most deliberate, extensive, and comprehensive study and development of a new professional association model that I've ever been associated with or read about. It's a major undertaking, and involves the breadth of the resources in our professional association. The model is going to be presented to the December meeting of the Board

of Directors, along with two other potential models. Then the total membership will have the opportunity to vote for the kind of an association they feel will be responsive to their expectations. So I'd like to communicate to you that APGA is becoming very responsive to what's going on. Admittedly, we have been slow. We have, in many ways, shown a lack of responsiveness to concerns and problems of counselors in different associations. But we want to have in the association those who are concerned and those who want to do something, those who have an activist inclination. There are opportunities for your involvement; your opportunities to make a difference are going to be legion in the future.

A New Style for Counselors

When we talk about the characteristics of students, we need to be concerned about what kind of stance we have as counselors. Are we primarily reflectivist? Do we stay in the office? Is our primary occupational characteristic one of posterior paralysis? Or are we cast in the activist role? Are we out there where the action is? If you talk with students, they will frequently say "one of the reasons we don't go to counselors more is that somehow going into that office and sitting and talking with someone after waiting for an appointment just isn't with it anymore. It's happening *out there*." In a number of programs around the country, we literally have counselors on the hoof, counselors who are going out prepared to work and deal in interpersonal relationships where they are responded to and involved with someone. This is a characteristic which, if we're going to be relevant in this emerging pre-figurative society of ours, we are going to have to possess. We're going to have to be on the hoof and out on the turf where the action is, far more than we have in the past. This has meaning for direct counselor behavior, but it also says something about the stance we take as individual counselors and as a group of counselors who have influence nationally. Should we be responding to national issues which have impact on those individuals whom we are supposed to represent – issues like the restrictive drug laws, questions relating to student conduct, questions about national testing programs, or treatment of culturally different groups? Are these things which vitally affect students? I believe they are, and they are areas in which we should have a stand, and a response. I think that we need to be involved. There are people within our associations for whom it is a source of embarrassment (because of various subgroups they represent) if our association does not take a humanitarian, just, and forward-looking stance for bringing about change in national policy issues which might have a detrimental impact on youth generally.

What style of counseling are we going to be involved in? Will we continue on like we have in the past? I see a kind of counseling in the future which is increasingly attractive to young people, a style of counseling which we might call "life style counseling". Life style counseling is concerned with the total life preparation and values and concerns of an individual. It's not just career counseling. Instead it is saying, we want to assist this individual to develop foresight about all the possible options which exist for him in terms of the kind of life style which he might lead. We need to help him to realize the kinds of options which are available to him in one life style

or another. We need to be prepared to say that legitimate forms of student behavior and adult behavior are far more pluralistic than before.

A Change in Cultural Awareness

Certainly a major characteristic of the future of this country's culture will have to be a cultural pluralism in which there will be significant subgroups of people who act and respond and have quite different values than other individuals in our society. I think in this regard there are two groups to which we should be responsive and which we can help emerge into full citizenship and full participation in our society.

One of these groups is the culturally different, who by all measures and data have neither used nor profited as much from counselors as other individuals who represent the larger culture. The second group is women. What is their role in our society? It is pretty clear that women have been oppressed and they are not going to take it sitting down anymore. Margaret Mead has said "There was a time traditionally, when boys started out life playing with soldiers and girls played with dolls, and when they got a little older, the girls played with the soldiers and the boys with the dolls." That's been changed; we're moving to a "unisex" society. Our concern here is: Can we provide equal opportunity for anyone, irrespective of their sex, so they will be able to realize themselves as a person and realize their full potential? Somehow, that's like the manifesto of counseling, isn't it? That's what our business is about – developing human potential. I think we need to show leadership for both of these groups. We should not assume a reactive stance; instead we should work to bring about the liberation of people within our school situation so they have the full opportunity for their realization.

There's another whole angle to this, too. Can we emancipate women without emasculating men? Will there be a new kind of counseling for the man who lives with the liberated woman? Will he need to reconsider his role, and his interactions, and his definition of a meaningful relationship? I gather we are already meeting casualties as a result of the liberation movement. Counselors will not only need to be working with women to help them undertake their new role in life, but we will need to be working with the male casualties as well.

Do we need new forms of counselor education and counselor preparation? The counselor role I have described is, in fact, the world of real experience. Can we go on like we have? If we brought a sharp counselor from 1930 into today's world, would he have much trouble counseling today in most of our programs? I don't know, but I will suggest that if the Edsel were a counselor education course rather than a car, it would still be with us. I think how we undertake counselor education is something that deserves a total revamping! Maybe we have too many Edsels around that should be relegated to the junk heap. We're talking about a world that is very different – with temporary relationships, with a different level of communication, and

with different sets of values. Maybe our emphasis on the traditional one-to-one relationship – on the well-organized counseling program that fits into the well-organized school program – is not the way to prepare the kind of counselor who is going to be relevant in the world I have just described. As a counselor educator, I have to admit that this is certainly a major challenge to me – to bring about programs that are more relevant and functional.

What I've tried to do here in the last few minutes is to share with you the characteristics that I read into youth behavior, and the responses that we as counselors need to be thinking about, searching out, and developing. If I were a counselor sitting out there, I'd probably be asking myself: Is it really possible for me to do what is needed? Is it possible for me to respond along the lines that have been described? It's a pretty formidable task; it may even be frightening. Do we know where we are going or what we should do? Things are grayed, they're uncertain in much of our life today. I expect that, as parents, many of us experience the dilemma of what role to play in regard to our own young and how we can help them.

Redefining the Counselor's Task

I'd like to communicate to you one of the most significant studies I have ever heard of in counseling. (If you have not heard of it, you should become familiar with it.) Recently, Phi Delta Kappa undertook a survey (carried out by Gallup) of how students and parents of children both in and out of school felt about the public schools in this country. They used a stratified probability design so it had the same efficiency that would exist in forecasting political opinion (which has been shown to have a very high correlation with voting behavior). They asked a wide range of questions about curriculum and various school programs. It is a fascinating study; it reveals, in a very scientific and accurate way, what people really feel about schools in this country. Some very insightful person inserted a question: "Do you think guidance counselors are worth the extra money that they cost to have in schools?" They asked that of secondary school students, parents without children in schools, and parents with children in schools. The response was this: Approximately 75 percent of all parents said yes, guidance counselors are worth it. Right there is the most documented and pervasive support we have ever received regarding the worth of counseling in this country. It speaks to a very critical, gut level question: Are you prepared to provide the extra money to provide counselors in your schools? This question was asked during a time when millages and bond issues were being defeated around the country, which makes it especially significant.

So I believe all of you can have a great sense of pride and satisfaction that, despite all other messages that filter down and all the criticisms and questioning that goes on regarding counseling, here we have a very well documented study that shows a large number of people in this country *do* see counseling as viable in the schools and as something they want to see continued.

It is clear that we are facing an emerging redefinition of our task. In preparing to speak to you, I came across a quote from Emerson, who says things so very succinctly and so very poignantly. I'd like to read this brief quotation. Emerson said, "If there is any period one would desire to be born in, is it not the year of revolution when the old and the new stand side by side and admit at being compared, when all the energies of man are searched by fear and hope, and the historic glories of the old can be compensated by the rich possibilities of the new era? This time, like all times, is a very good time if one knows what to do with it."

I think counselors do know what to do with it. After all, counseling was born in crisis, nurtured on conflict, and has matured on controversy. If you look back to the founding of counseling, you will see that it was a time of great controversy. I think there are probably people in this room, and people around this country who say that we need a radical reconstruction of counselors and counseling; we must displace our system, our counselors, and our professional associations; only a radical reconstruction will bring about the kinds of changes which will make counselors relevant in this world ahead.

I'd like to suggest that it may not be a radical reconstruction that we need, but a rediscovery of the commitments and the values that brought us into being. Look back at the great men of guidance – they were men of action and commitment and involvement. They didn't shy from controversy and were very controversial figures (the Parsons, the Williamsons, the Rogers, and the Roebers). They were the people who saw a need and involved themselves in doing something about it.

What is it that students are saying that is so important today? They're saying that it's important for people to have the capacity to rap. You know, rap is really a derivative of a counseling term, "rapport," which means the ability to communicate in an interpersonal way and to share values and to be concerned about those things which are important; it's a sensitivity to human development. Isn't this really what we call counseling? Isn't it what really attracted us all originally to the role and goal of being a counselor? I think nothing is more powerful than an idea that has reached its hour. It's our hour, and the watch says the future is now for counselors.

o

PART II

ERIC/CAPS Presentation

What Is ERIC and How Did It Happen?

What we want to do in the next hour or so is share with you information about a resource we think will help you in your work as counselors. It is a source which can lead you to many things, and, if you once learn about the key, it can make a great difference in how you perform as counselors and how you respond to your problems or concerns. For instance, I believe most of you are secondary school counselors. Let's say that on a fairly typical day you are faced with problems about which you wish you had more information. You're asking yourself, "I wonder what's the best way to do this? I'm concerned about achievement problems, how can I assist students who are having academic difficulty? Am I doing things in the most effective way? Is there anything new about working with dropout students? Are there some characteristics about youth which suggest that I should be responding in counseling programs in a very special kind of way?"

One way to respond to these questions would be to say, "Yes, there is a great deal of information and research on those questions; I really need to get busy and search out some new information." But, the last thing you need is something more to read, or to take the time to go to the library where everything is usually difficult to locate. So, with the best intentions, many of us are in the position of making promises to ourselves to "someday" take the time to read all the journals we get, or to do the searches we would need to find specific information about the questions or concerns which we have.

To a real extent, ERIC can help people who want to find out what the most relevant information is regarding the concern or question or problem which is most pertinent to them in an individual counseling situation. ERIC was established by Congress as a way of responding to the dilemma of putting a lot of money into educational research, program development, and innovations, but not having it get to the people who could use it? Who's using that research? Who's using that information? Can it really influence the kind of job that people do as a counselor or teacher? As Congress looked into that, they were convinced that the money was being wasted. The only people who were reading research reports were other researchers. No one was making the effort to help the man and the woman on the firing line make use of the available information being developed. The fact is, there is a massive body of knowledge being developed which has a great deal of use and practical utility for counselors (and other educators). Now, as we at ERIC/CAPS take a look at the overview of relevant counseling literature, we see that it is contained in about several hundred theses, perhaps 40 to 50 journals, a few books, and a large number of fugitive documents which arrive on the scene each year – in total, perhaps 4000 documents. Clearly, this is beyond anyone's real capacity to read.

So, ERIC really is a system concerned with reaching out and gathering in this wide variety of potentially usable information; distilling it; and making it possible for an overworked, involved counselor to make use of the relevant knowledge.

With that background in mind, we'd like to go on now to tell you about how the ERIC system operates. We have some slides to back up our basic description. Then we will share with you some information which has been drawn out of the ERIC system with regard to the theme of this convention, "Focus on Youth." Following those presentations, we'll give some instruction on how you can organize yourself to take advantage of this national system which has been set up to help people make better use of the available knowledge and information. Then, as you leave, we will give you each a set of materials which we hope will enable you to come to understand how our system operates in detail.

* * *

A Description of ERIC and CAPS
(Slide presentation)

ERIC is an acronym which stands for Educational Resources Information Center. It is the information system of the U.S. Office of Education in the Department of Health, Education, and Welfare. ERIC's goal is to establish a network which will link universities, professional organizations, school systems, boards of education – the entire educational community – to speed all research results to places where they are needed and when they are needed. With this goal in mind, Central ERIC: collects, stores, and disseminates information on education; offers microfiche and hard copy reproduction of the documents; coordinates the work of decentralized information centers throughout the U.S.; and produces publications announcing a variety of educational resources.

One such publication – a monthly journal – is *Research in Education*. Each issue announces several hundred fugitive documents (which have been screened and submitted by the clearinghouses), newly funded research projects, and recently completed research. Each entry is given with a 200-word abstract, and is cross-referenced by author, subject area, and institution.

A second major monthly publication of Central ERIC is the *Current Index to Journals in Education (CIJE)*. It indexes articles from approximately 500 journals in education and related fields. Brief abstracts are given, and the entries are cross-indexed by subject and author.

As an information system, ERIC operates 17 decentralized information clearinghouses around the country. Each clearinghouse specializes in the search for and analysis of information in a single phase on education. Our clearinghouse, the Counseling and Personnel Services Information Center (ERIC/CAPS), is located in Ann Arbor, Michigan and is jointly sponsored through the University of Michigan.

As a member of the national ERIC system, specializing in counseling and personnel services, CAPS seeks information relevant to the preparation, practice, and supervision of counselors and other personnel workers at all educational levels and in all settings.

In order to serve those in counseling and personnel services, CAPS acquires and indexes documents, publishes various kinds of papers which synthesize the information, and provides services for our users.

In order to bring together fugitive documents for use in Central ERIC's publication, *Research in Education*, CAPS solicits and receives materials from individuals, through a network of liaisons and through professional organizations. Regular checks are made of newsletters, convention programs, journals, and other sources to identify reports, speeches, and other materials which are appropriate to our area of interest.

As these documents are received, they are catalogued; then they are screened. Those which are selected for input to Central ERIC are then abstracted.

In the screening process (which is done by members of our professional staff) documents chosen are of high quality, are current, and contribute new information. At present, approximately one-half of the documents we receive are selected for input.

When CAPS has screened and abstracted these documents, the original document is sent to Central ERIC for inclusion in *Research in Education*. These documents are then made available in either microfiche or photo copy form for use in libraries or by individuals.

In addition to our document processing function, the CAPS staff produces several publications and publication series. Our basic publication is an expanded newsletter, *CAPS CAPSULE* which is published three times each year. Each issue focuses on a specific topic of current interest, through a main article or interview backed up with a bibliography. Each issue also has sections pertaining to other CAPS' publications and the Center activities.

Our second major publication is the *Integrated Personnel Services Index (IPSI)*. In *IPSI* we have brought together materials from all sources – ERIC documents, journal articles, dissertations, and books – to provide a comprehensive index for the counselor and personnel worker or researcher. Materials are abstracted, and listed in subject and author indexes in this semi-annual publication.

Our current series of publications, the *Personnel Services Reviews*, is a set of synthesis papers which bring together information on model programs in a highly specific area – for instance, innovative practices in counselor education, college orientation, and so forth. Each paper in the series deals with the area through descriptions, generalizations and implications, and is supplemented with a bibliography.

We also have a *Current Resources Series* which provides extensive

bibliographies of specific areas within the counseling and personnel services fields.

This has been a brief description of ERIC/CAPS. We hope it will help you to understand our system and use it to your own advantage, and the advantage of the people you help.

* * *

Selection of Documents

Since we consider you, our audience, as potential contributors to our vast collection of ERIC documents, it is appropriate to take some time to review our process of selection in greater detail. It is a somewhat unique characteristic of the ERIC system that if this process did not take place, many of these documents would not be available anywhere. Many materials which would otherwise be available only in limited supply, or not at all are made available for easy retrieval. Let's take a look at how we select those materials which should be made available in this way.

One of the basic criteria is the timeliness of the document. Occasionally, someone will send a document to our center which was written six years ago; normally these will not get into the system. We're basically most interested in current literature, so we urge people to get their materials to us as soon as they are in a clean format.

A second criterion for selection is the thoroughness of the report: is the methodology explicit; are the procedures used described in total; is the study replicable; are adequate figures and tables included; is the report description clear; are references included?

We also look at the inherent quality of the document. By inherent quality, all I mean is that a program description is evaluated in a different context than a research report. We use different criteria to fit each specific kind of document.

We also have to look at the comparative quality of documents. Sometimes we may get five documents which may say essentially the same thing. There's no sense in putting all five into the system, so we have to compare the documents with one another and then choose the most comprehensive one or two. This kind of selectivity saves the user's time.

We also select documents for their innovative qualities. Occasionally we get a document which may not quite measure up to some of the other criteria I've mentioned, but it has a new treatment or a new idea or a new application for an old idea. Because these documents represent some real creativity, we include them in the system.

Another important criterion asks the question: does the information contribute to the knowledge base? In other words, does it add to, or enhance the knowledge base in our particular field? Many times these documents also have an heuristic quality. They motivate the users to go out and follow up with the implications of this new knowledge.

The document must be relevant to the scope of our Center. Every document must be one which will in some way improve the practice of counselors in the field. It may be a document from some related field, such as the behavioral sciences, which has implications for counselors.

A final, perhaps unfortunate, criterion is: can we reproduce the document? Since our system is based on making these documents available on microfiche or in photo copy, the printed quality must be up to photo reproduction standards.

* * *

Information Analysis

Once a document is in the system, the document will be indexed with ERIC content descriptors. Content descriptors allow users to define a population, to define a problem, and to search the literature in a very specific way. These descriptors are the key to our method of processing and retrieving information.

The abstract of every document in our system that is of interest to counselors or personnel workers comes to me. I read each abstract, then assign it to a specific information analysis specialist. That person is then responsible for the information in that document. In this way, we are assured that every document becomes part of our knowledge base. Each specialist is responsible for the research that pertains to his particular population. These populations are broken down into broad areas. For example, we have someone who covers all the documents that deal with preschool and elementary children; we have another specialist who processes everything in the area of the community college; we have someone else who is responsible for four-year institutions; we have another person who is familiár with all the information about counselors and counselor education; and we have a specialist in the category that we call "general populations."

In addition, because we have chosen to concentrate in some areas of high interest, we have a number of special populations that we break out of the broad populations I have just described and analyze the documents separately. Examples of these special populations are minority groups like gifted children, Blacks, women, out-of-school youth, handicapped, or the disadvantaged.

Once a document is assigned on the basis of the population with which it deals, the information specialist is responsible for it. The

information specialist regularly reviews the populations and subject areas for which he is responsible. He knows the number and range of interest areas currently emphasized in the literature. The specialist also notes the kinds of documents represented. For example, if the population is women, he might make note of the fact that there were three position papers in the last quarter, 27 research reports, five review papers, three program descriptions, and seven conference reports, and so forth. Also, he will note the areas that are being investigated – are they concerned with vocational choice, are they concerned with the female role? After reviewing this information, the specialist says, "Viewing all the literature in my area with my population, what are the present trends and what are the emerging trends?" Then he makes a value judgment based on his review of the documents, and makes note of the most important documents in his area.

Armed with this current knowledge of the literature, the CAPS staff meets to synthesize what is happening in the field and look for trends across populations. Then, from this process, we make decisions about what we should be doing. Each specialist is responsible for applying this gathered knowledge in several ways.

First, we draw out implications for our work at ERIC/CAPS. We ask, "What research needs to be done?" Then we ask, "How can we get someone working on this research?" We also ask, "Viewing the literature, are there some areas in which our Center should be taking an advocacy stand based on the literature? Are there some areas in which we have so much knowledge that we should get this out to the people who can use it?" Now we decide what we should do with this information. Can we disseminate it through a special publication of some kind? Should we promote it in a conference? Should we get out and tell people in workshops how to use the ERIC information system? (One of the reasons we are here today is to encourage you to use some of this information.)

Soon we will be taking on more new information analysis procedures and publications. This will take the form of a new section in our *IPSI* publication, and perhaps an "annual" – a kind of selective coverage document of innovative developments in the counseling and personnel services fields. This "annual" will make available to you the same kind of information that we are using currently to make decisions about the needs in our fields.

* * *

You can gather from what has been said how the system is organized to reach out and bring into focus the relevant information for counselors. In summary, we attempt to identify what is out there that is useful and meaningful to counselors. When we do this each year, we have to make a decision. There are about 4000 separate items in the literature that have direct potential for counselors. That includes journal articles, dissertations, fugitive papers and project materials – a wide variety of sources of information. Using the process that has just been described, a procedure has been developed whereby anyone who has a particular interest can search that

area and review what is available and useful for him. Recent dissertations, articles from a wide variety of journals, speeches, and many other kinds of materials are catalogued and available for searching.

The process of information analysis that has been described leads to another step and one that we emphasize increasingly. We believe that not everyone wants to go to the basic documents and read the 30 articles on vocational development or the six theses, or the five books and the 30 speeches that were given in an area. Is there some way that a person can review the basic generalizations in a given area without having to read the 60 or 70 documents that seem relevant to that area. This is where our information analysis program is working to develop specific publications of the kind that are brief, succinct, and try to highlight the major findings in specific areas. This is the direction the information analysis program is going. We are working to provide you with highly readable, synthesis and review publications that you can receive and quickly read, and understand the major generalizations about an area; then, if there are other areas that you want to go into in greater detail, we'll link you to the other, more basic, sources.

What happens when you use the ERIC system? What sort of information do you retrieve? Let's suppose one of your interests is in some aspect of youth; what happens when you use the system to seek out the literature in this area? Let's see what two members of our staff have done. They have done what you could do yourself – identify a topic or area of interest and then use the ERIC system in a rather personalized way to come up with some generalizations and some conclusions regarding what the literature has to say about the area in question. We thought we would do this specifically in two areas: first, in the area of student governments; then in the area of sex roles in the youth culture.

* * *

ON STUDENT GOVERNMENT

by Ralph W. Banfield

In view of the broad base of the topic today, and the little time allocated to my input, I am limiting my remarks to the discussion of "student participation" in governance of educational institutions, relatively speaking, from high schools to graduate schools, as they relate to student personnel services in these institutions of learning.

The most recent research indicates that there is a tremendous upsurge in acceptance by administrators and boards of control in the utilization of information (input) from students while there is still a reluctance to accept them as voting members. This will change since there is an increasing demand for "student rights" within the institution.

Student personnel must begin to take a more active role in debating the issues where the student begins to develop his interests in this field.

Student demands for greater participation in academic governance have already produced changes on many American college campuses. The cause of student power frequently unites students who would otherwise be divided by ideological differences. In a recent Gallup poll, 80 percent of the student respondents indicated that students should have a greater say in running the colleges.

In the last two years, however, pressure to increase student involvement in policy making has also come from the administrators, from faculty members, and from an increasing number of public officials, who may be outside the general academic scene.

A survey of the literature shows that proponents of student power far outnumber opponents, and arguments based on some combination of morality and expediency are generally used to justify their position. Sharp differences do arise when the question deals with the limits of student involvement.

In conclusion, may I hasten to add that I am not suggesting any revolutionary action. Where you begin as a counselor today depends upon where you stand, and most important, where your community stands. But movement is necessary.

* * *

SEX ROLES IN THE YOUTH CULTURE

by Marlene Pringle

When I first found out that the focus of this convention was on the youth culture, I was delighted. My first thought was that talking about youth would be an easy topic for any ERIC staff member, for the majority of our documents are concerned with describing young people. Yet now, when I find myself in the position of talking about youth culture, I find myself wanting to address you as both one who is familiar with the literature and as an observer of youth culture. (No one can spend three years on the campus of The University of Michigan without fancying himself as somewhat of an expert on the basis of his own observations.) So, most of what I have to say today will just be my personal observations with a bit of ERIC research and some information from a class I am presently taking thrown in (perhaps rather subjectively) to support some of my observations.

The University of Michigan has probably always been an exciting place to go to school, to study, or to work. There have always been a number of active groups pursuing their chosen goals, but I think the most active group on campus so far this year has been the Women's Liberation Movement. Not only do I find constant stimulation on this topic as I walk across the campus, but when I get back to the office, I find more of the women's lib documents as well as a number of other studies on women, on sex roles, on youth culture, and on sex differences stacked on my desk. Being a woman, having a college education, having professional aspirations (characteristics which are typical of those women who are active in Women's Liberation), and having constant exposure to all those related ERIC documents make the role of women and the goals of Women's Liberation of interest to me both personally and professionally. And while I am not totally supportive of all that I see and hear, nor all that I read (for women are prodigious publishers), I think that when one looks at the goals of Women's Liberation, at the ERIC documents, and the youth culture in general, there are quite clearly some trends emerging which are indicative of change in the traditional roles of both males and females. My hypothesis, based upon personal observation and upon the documents, is that traditional sex-roles are being changed by the youth culture, and the direction that this change is taking is healthy and is necessary in view of the changing needs of society.

First of all, let us look at the traditional sex roles – roles which by the way, are accepted at least to some degreee by most counselors.[1] The male is traditionally seen as actively pursuing goals

---

1. Friedersdorf, Nancy Wheeler. A COMPARATIVE STUDY OF FURTHER EDUCATIONAL AND VOCATIONAL PLANS OF HIGH SCHOOL GIRLS. Purdue University, 1969. Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (MF-$3.00 XEROX-$8.00, 171P. Order No. 70-3887)

   Broverman, I.K.; and Others. SEX-ROLE STEREOTYPES AND CLINICAL JUDGEMENTS OF MENTAL HEALTH. *Journal of Consulting and Clinical Psychology*, 1970, 34(1), pp 1-7.

out in the world. He is competitive, he is realistic, and he is achievement oriented – that is, he is geared to accomplish definite goals within the system. Because of his early childhood training, his self esteem is based upon what he can do.

The female is traditionally seen as active in the home as a wife and mother and more passive in the world by comparison with the male. She is cooperative, she is romantic, and her achievement is dependent upon her ability to perceive and respond to interpersonal cues. Her self esteem is then dependent on her ability to get approval and support from others.

Most of these differences are probably culturally imposed upon both sexes, although there is a growing body of research which indicates that there are some definite behavioral differences between the sexes. For example, male infants are found to be more motorically active than are females. Females are more sensitive to stimulation than are male infants. These initial differences are also supported by longitudinal studies which show males continuing to be more motorically active, and which show females as being more perceptive to environmental and interpersonal cues.[2]

In a recent issue of *Psychology Today*, there is an article about body types. (The original work by Sheldon has a number of deficiencies, but there have been new studies derived from his theories lately.) This article compares the mesomorph – the active, assertive type, with the endomorph – the passive, accepting type. Although the study does not emphasize sex differences, the results are pertinent. It shows that 50 percent of boys are mesomorphs (active, assertive), and only 16 percent of girls. On the other hand, 50 percent of the girls and 25 percent of the boys in the study had endomorphic body types (passive, accepting).[3] This seems to contribute to the growing body of literature I mentioned which supports the theory of behavioral differences between the sexes.

The possibility exists that the culture may be reinforcing some very real differences between the sexes; in fact, my hypothesis would be that society's traditional handling of differences has been to expand basic differences resulting in unfortunate consequences for both sexes.

The different sexes, however, suffer from their socialization at different periods in their lives: the female suffers most as an adult; the male, as a child. Are you aware, for example, that childhood is much more traumatic for the male than for the female. In order for the male to develop internal means of self-evaluation, self esteem, and achievement motivation which society expects of him, parents sub-

---

2. Maccoby, Eleanor R. THE DEVELOPMENT OF SEX DIFFERENCES. Stanford, Calif.: Stanford University Press, 1966, pp. 25-55.

3. Cortes, Juan B., and Gatti, Florence M. PHYSIQUE AND PROPENSITY. *Psychology Today*, 1970, 4(5), pp 42-44, 82, 84.

ject him to demands to which girls are less frequently subjected. (When girls are subjected to similar demands, they develop masculine traits – achievement motivation, and independence, just as boys do.) The net result is that during childhood and early adolescence boys experience more psychological pathology than girls – the ratio of mental pathology is a startling seven to one. Two-thirds of those held back a grade in school are boys. Seventy-eight percent of those referred to reading clinics are boys.[4] I am suggesting that the elementary school may not be particularly supportive of those motorically active boys. Perhaps there is no Men's Liberation because the men who fail to meet their role expectations are much more severely punished than those women who fail to meet their less demanding role expectations during childhood.

If you observe children in almost any elementary school, you can see that the boy who doesn't live up to his expectations is labeled a "sissy," but girls can be tomboys without suffering severe social consequences. Girls seem to have more allowable variations.

The point I am making is that the development of such traits as independence and a need for achievement (with objects) can be developed in either sex. Research indicates that girls do not develop those traits only because the demands for them were never exerted. Conversely, boys may suffer because these traits are demanded too brutally or too early. (Parents begin such demands with boy children at a about age 2 or 2 1/2; girls often are not subjected to such demands until puberty or perhaps not at all.)

What I am saying is that the innate differences between the sexes are probably extended by society in such a way as to make life unnecessarily complicated for both sexes.

When one looks at the stereotypes produced by society, they are not really bad looking people – either of them. With a little manipulation, the roles may even be seen as complimentary to one another. Surely at one time such a dicotomy might have worked – when life was harder, when society rewarded both roles equally, when a human needed only to have the qualities of one sex in order to function effectively. I would suggest, however, that our present society does not meet any of the three criteria I have just mentioned; few people in our society must struggle for the essentials of existence; we struggle instead for identity– a perhaps more demanding and more rewarding struggle.

Our society does not reward both sex roles equally: male characteristics are more highly rewarded and more highly esteemed.

Recently, I was working on a project with a man. When it was finished he said, "Marlene, I've enjoyed working with you. You think like a man." I thanked him. But when I got home and thought about

---

4. Bardwick, Judith. Unpublished lecture. The University of Michigan, November 2, 1970.

it, I decided perhaps it was really not complimentary to women. I wonder what my reaction would have been if he said, "Marlene, you think like a woman." In our society, that statement would not usually be seen as complimentary of one's intellectual abilities.

Another example of higher reward for male values in our society can be seen in the going price for babysitting or housework. Our society gives lip-service to the value of the housework done by a wife and mother, and I have no doubt but what many men and many children do appreciate the tasks women perform for them. Yet, in our society the value of work is most often reflected in the money paid to have the work performed; and when either a man or a woman hires someone to come into their home and do housework or babysit, the money paid does not indicate that such work is held in high esteem. The traditional female role is at present – and unfortunately – a low-status role in our society.

Men, however, don't get to enjoy their greater rewards and higher status as long as women get to bemoan their lower status, considering the statistic that women on the average live from five to seven years longer than men. In fact when one really looks at the system, one is surprised that there is no Men's Liberation. I agree they would sound pretty silly claiming they wanted to get in on some of those "high status" rewards of changing diapers, or chauffering children to their activities, but they no doubt could find some legitimate complaints of their own.

It is the last of the three criteria which I mentioned earlier, however, which I believe is the most important. I said that the traditional sex-roles were complimentary to one another and could work well in a society which demanded that the human being have only one set of qualities – male or female – to function effectively. Our society is obviously in the process of changing. And although I said just one moment ago that male characteristics were more prized in our society, I still believe that female characteristics are becoming increasingly important – characteristics like cooperation, compromise, perception of interpersonal cues, concern for others – all of these characteristics are more necessary as the world becomes smaller and more complex. The catch seems to be that to be effective today all characteristics must be combined in a single individual, rather than in two complimentary halves.

I believe that the youth culture – with its tolerance for individual differences regardless of sex, with its emphasis on the interpersonal relationship, with its women's lib encouraging equal opportunity, achievement, independence and higher self esteem for women – is a healthy reaction to the demands of a society which is quickly becoming far less supportive of the traditional sex stereotype, and probably society is less supportive for good reasons.

These are the reasons, as I see them:

One, the world we live in today really needs people who can combine the best characteristics of both sexes and has less use for the

traditional stereotypes. To govern or even to function in a society as complex as ours requires the individual to possess the best characteristics of the traditional male and of the traditional female. The problems with which society must deal (a society which has also traditionally been governed by men) require the more feminine characteristics of cooperation, compromise, and sensitivity to interpersonal relationships.

Two, the home, the community and society-at-large are more intimately related than ever before. The socialization of the child, which was once the major responsibility of the woman is increasingly becoming a task of the society. The threat of overpopulation requires that man make some changes in his role-expectations. Research has shown that the more a woman accepts the traditional sex-role stereotype, the larger will be her completed family size.[5] The woman can no longer function only in her previous role – that of being responsible for the socialization of children – for we no longer need large numbers of children. If one takes away that major role, something must replace it.

Finally, men alone should not have to handle the whole burden of power, responsiblity and decision making for the family or the nation.

There are some important implications for counselors in these generalizations. Probably the first implication is that there is a basic decision that the counselor has to make. That is, is he going to be supportive of the changes in sex roles that are showing up, particularly in the youth culture? I would suspect that most counselors would say, "Yes, I am going to support that because there are more opportunities for and more recognition of individual differences." If the counselor says he is going to be supportive of these changes, then he is going to have to function in ways which will indicate this support. He must work to make the school, especially the elementary school, more responsive to those motorically active males. For those of you who are secondary counselors, I would certainly see you giving maybe a little more than lip service to Women's Lib and some of their goals. I would see you working with women and not telling them career or family, but telling them career and/or family. The projections are that 9 out of 10 girls who are now in school will be working for a good share of their lives, and these girls need to be prepared for finding a job equal to their abilities.

Another role a counselor might serve would be to help parents, teachers and other adults understand the future implications for youth so that they can support the changes in the sex roles which are occurring.

Finally, there seem to be clear implications that the counselor of today must assume a mediating role. He must function as an intermediary among parents, schools and youth. All must work together in many ways, but perhaps most helpfully in the area of developing and allowing for sex roles which fit this youth culture for our society in the future.

* * *

5. Clarkson, Frank E.; and Others. FAMILY SIZE AND SEX-ROLE STEREOTYPE. *Science*, 1970, 167(3917), pp 390-392.

How Can the Counselor Use ERIC/CAPS?

Here you have had a chance to see how the system can lead to the utilization of basic research and knowledge in a very personalized way that can relate to implications for programs and practices. Some questions we'd like to answer for you are: What's in ERIC for you? How can you use it as a counselor?

First, it would be helpful for you to be in regular contact with at least one of the 19 clearinghouses. In fact, you might want to be on the mailing list of more than one. The one that is most pertinent for you is the Counseling and Personnel Services Information Center. You might, however, also have an area of interest in disadvantagedness, and there is a clearinghouse in that area also. If you have an interest in vocational education, you might want to be linked with the Center on Vocational and Technical Education. So, the first step for you is to read the literature we'll hand out, then identify which of the clearinghouses covers an area of interest to you. If you were to write to us, for instance, and ask to be put on the mailing list, you would receive our bulletin, *CAPS Capsule*, three times a year. Each issue of *CAPS Capsule* covers an innovative area of development which the literature suggests has some real implications for counselors. For example, the most recent issue is on peer counseling. It deals with what is being done at the high school level and in colleges in the use of peers as counseling facilitators. The idea here is that you can spread the impact of counseling by having counselors work with students so those students can counsel with their peers. If you read *CAPS Capsule*, you'd then become aware of a variety of specialized resources, special publications, new developments, and activities that would be of use to you in your work as a counselor. This step requires only the cost of a postcard, and it opens to you the full resources of the ERIC system.

Secondly, we have mentioned the Central ERIC publication, *Research in Education (RIE)*. All 19 clearinghouses complete their processing along the lines that were described earlier. They send abstracts of the basic documents into Central ERIC, and they are published monthly in the journal called *Research in Education*. Simply, it is a journal of abstracts, using an indexing system that enables you to search the contents of the documents far more rapidly and effectively than you would with previous indexing systems. *RIE* costs around $21.00 a year for 12 issues. Not many people, in fact, have the money or find themselves involved in making a personal subscription to *RIE*, but increasing numbers of college libraries have subscriptions to it. School systems also frequently subscribe to *RIE* because it does cover the 19 different clearinghouse subject areas and it is of interest to people in such diverse areas as foreign language, science education, disadvantagedness, early childhood, and many other areas. So increasingly, we find that schools are ordering *Research in Education* also.

What can you do with *Research in Education?* Each month, our Center inputs to *RIE* between 50 and 100 abstracts of what are in our judgment the high quality documents of the fugitive type. You can do one of two things. You can say that you want to be regularly updated on the new developments and ideas in the whole area of counseling. Each month you can take a half hour to read all of those 50 or more abstracts; that would contribute in a very significant way to your general body of knowledge. You would be expanding, to a large extent, your knowledge on everything being developed and going on in the counseling area.

Many people, however, are not interested in everything in counseling; they are interested in a few specific areas. So, for instance, if you say, "I've got a major responsibility for career planning in my school. I want to know about all the new research; the new resources, and the new programs," you can go to the subject index of *RIE* each month and check "career planning" and see what documents are listed there. Then, read the abstracts of all the documents that deal with career planning.

In addition, you might be interested in a resource that is within arm's reach, something that you might keep on your desk where you can quickly search out the available resources in a problem or interest area. For this kind of research, the ERIC/CAPS clearinghouse has developed *IPSI*, the *Integrated Personnel Services Index*. Twice a year, we bring together in *IPSI* the abstracts of all materials that we think are relevant to counseling and student services. We index them by subject area, so you can go to *IPSI* and read up periodically on everything that has been produced and developed in all document sources in the previous six month period. *IPSI* entries identify new theses, new projects under federal money, what people have had to say at conventions, new theories that have been written up, and new books — that is, a comprehensive listing of new ideas and materials. From *IPSI*, you may decide to go to the basic documents. The availability of each entry is given, so if you want, for instance, a curriculum guide in the area of career planning because it had some things that would be useful in your school, you can obtain a copy of the original document.

The three basic steps for using the ERIC system are: (1) write to a clearinghouse, get on their mailing list; (2) establish your access to *Research in Education;* and (3) obtain, on a subscription basis, the *Integrated Personnel Services Index* (at a modest cost of $9.00 each year for two issues). (The *IPSI* is a non profit volume which our Center supports and is now going into its third year of publication. The response to it on the part of users has been a very gratifying one.)

We've tried to suggest here how few people have access to the really relevant information that can make a difference in terms of how easily or how effectively they work. Systems like ERIC, however, exist as a way of dealing with the information overload which is a part of our life. Once one gains mastery or understanding of how

ERIC operates, he is in a position to reduce considerably the amount of time he needs to acquire high quality and relevant information on areas of interest, concerns, and problems that he has.

O